|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Literacy Weekly Plan- Authors and Texts: Phillip Pullman wk2 | | | ***Year 2010*** | | Term 2 | | | | Week | | | | |
| ***Speaking & Listening Objectives/Drama*** 1. Speaking  * Use a range of oral techniques to present persuasive arguments and engaging narratives * Use the techniques of dialogic talk to explore ideas, topics or issues  3. Group discussion and interaction  * Understand and use a variety of ways to criticise constructively and respond to criticism  4. Drama Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires | | Reading objectives8. Engaging with and responding to texts  * Read extensively and discuss personal reading with others, including in reading groups * Sustain engagement with longer texts, using different techniques to make the text come alive | | Writing objectives6. Word structure and spelling  * Spell familiar words correctly and employ a range of strategies to spell difficult and unfamiliar words * Use a range of appropriate strategies to edit, proofread and correct spelling in their own work, on paper and on screen  9. Creating and shaping texts  * Set their own challenges to extend achievement and experience in writing * Use different narrative techniques to engage and entertain the reader  10. Text structure and organisation  * [Use varied structures to shape and organise texts coherently](http://nationalstrategies.standards.dcsf.gov.uk/steps_in_learning/34758/34271/110207/11023861/21524/22088) * Use paragraphs to achieve pace and emphasis  11. Sentence structure and punctuation  * [Express subtle distinctions of meaning, including hypothesis, speculation and supposition, by constructing sentences in varied ways](http://nationalstrategies.standards.dcsf.gov.uk/steps_in_learning/34758/34271/110208/110238) * Use punctuation to clarify meaning in complex sentences  12. Presentation  * Use different styles of handwriting for different purposes with a range of media, developing a consistent and personal legible style * Select from a wide range of ICT programs to present text effectively and communicate information and ideas | | | | | | | | | |
| ***Key Vocabulary:*** setting, characters, atmosphere, reading journal | | | | | | | | | | | | | |
| ***Learning Objective: To complete a reading journal based on ‘Clockwork’ by Philip Pullman.*** | | | | | | | | | | | | | |
| ***Day*** | ***Whole Class/introduction*** | | | | | | Activity/Differentiation | | | ***Plenary*** | | ***Resources*** | |
| *One*  *L.O: use role play to explore moments when characters change in the story.* | **Sentence: Direct Speech.** What are the Success Criteria for direct speech? Children create list on IWB. Children then punctuate passage of direct speech from Clockwork on IWB.  **Text:** Discussion of when a main character changes?  In small groups discuss if and how any of the main characters changed in the story if at all? Give each small group one character to discuss. Share to class.  Gretel, Karl and Fritz. *(Gretel from being weak to the heroine, Karl regretting his actions, Fritz regretting writing his scary stories)* | | | | | | Role play – Act out one scene (where the character changes) in detail  *\*Text available for consulting*  Take a Photo for Reading Journal. | | | ***Email and check a character*** | | ***Clockwork***  ***Digital cameras***  <http://www2.scholastic.com/browse/collateral.jsp?id=1006_type=Book_typeId=3749> clockwork discussion guide - brilliant | |
| Phase 3: Exploring characters and their conflict and dilemmas through writing and other communication media, and recording outcomes in the reading journal (2 days) | | | | | | | | | | | | | |
| *Two*  *L.O: To write an eye-witness report of an important moment (in Clockwork)* | **Sentence: Reported and Direct Speech.** *What is the difference between direct and reported speech?* Children complete table on IWB and then identify reported and direct speech sentences. Children then write their own sentences on WBs, imagining they are servants at the castle.  **Text:**  Discuss the themes in the story (bravery, heroines, selfishness, terror, failure, success, desires) . Which parts of the story show us these themes clearly?  Model writing an Eye Witness Report. Teacher takes an incident and model writing the beginning of an eye witness account. | | | | | **Eye Witness Report**  Imagine they are an eye-witness to the event or incident. Fill in the report as if they were giving a statement to the police. They must use reported speech and direct speech at least once.  Low: cont on from modeled piece.  Choose one of the moments from below:  When Prince Florian came home, on back of sledge with Prince Otta, with his arm thrashing. (writer is a servant in the castle)  When Fritz is reading the story in the pub and Dr Kalmenius arrives. (writer is a member of the town  When the unveiling of the new clockwork piece happens and the two children are first witnessed. (Writer is a member of the crowd) | | | | ***Email and check a character*** | | ***Eye Witness Report*** | |
| *Three*  *L.O: to write a recount from another characters’ perspective.* | **Text:**  Hot seat Sir Iron Soul and get his ‘side of the story’.  Discuss as a class how you would write a story from his perspective.  Review features of a recount on IWB | | | | | **Extended Writing Session:**  Write a recount from the perspective of Sir Iron-soul | | | | ***Email and check a character*** | | Features of a recount on IWB | |
| Phase 4: Evaluating the use of the reading journal (1 day) | | | | | | | | | | | | | |
| *Four*  *L.O: to review their reading journal* | **Sentence: Direct and Reported Speech.** Children complete table on IWB, converting direct to reported speech and vice versa.  What is wrong with the speech in the paragraph from Clockwork?  **Text:** Send an email as a class to Phillip Pullman or post to his website.  *As a class discuss questions on IWB:*   * + What activity did they most enjoy over the last 3 weeks and why?   + What was one surprising fact they found out about Pullmann?   + What activity was the hardest and why?   + What activity would they like added next year?   Then as a class they will email Phillip or post to the discussion forum part of his website:  <http://www.philip-pullman.com/q_a.asp>  <http://www.philip-pullman.com/forum/index.php>   * 1. What have they learnt about Phillip Pullman?   2. What did they like/dislike about Clockwork?   3. What kind of book would they like to see him write next? | | | | | | | <http://www.triv.net/html/Quiz5/quiz8617.shtml> Complete quiz about the book  Create a Quiz about Philip Pullman OR Clockwork | | | ***Share quizzes with each other.*** | | Book laptops or do quiz as a class. |
| *Guided Reading Day* |  | | | | | | | | | | | | |
| *Spelling*  *Handwriting* | HW: To write a book review on Clockwork 2 weeks:  They can publish on: <http://www.storiesfromtheweb.org/joinin/review/review-index.htm>  Cool Reads: <http://www.cool-reads.co.uk/>ework:  <http://www2.scholastic.com/browse/collateral.jsp?id=1006_type=Book_typeId=3749> clockwork discussion guide - brilliant help  <http://www.scholastic.com/titles/features/fantasy/clockwork_rrr.asp> scholastic webpage - student reviews  <http://www.scholastic.com/titles/features/fantasy/clockwork.htm> synopsis and review | | | | | | | | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Groups | Session 1 – 30mins | Session 2 – 30mins | Session 3 - 30mins | Resources |
| 1 | I **Listening Post:**  Listen to continuation of Phillip Pullman Northern Lights CD | LS  **Spelling/Word/Sentence Activity**  Complete: ‘I wonder’ Developing Literacy: Sentence Structure and Punctuation. P28.  Children complete sentences where one thing depends on another.  EXT – Children write 6 more sentences using if or whether. | T **Guided Reading**  Complete Reading “Puss in Boots” By Phillip Pullman.  **Assessment Lesson: AF6** (identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader), **AF7** (relate texts to their social, cultural and historical contexts and literary traditions)  Ask AF6 & AF7 questions, record on Assessment Sheet  If time: Complete character Vein Diagram on two characters from Puss in Boots . Use the pictures as a stimulus for their writing | P55 Cornerstones Pupil Book  Developing Literacy: Sentence Structure and Punctuation. P28 |
| 2 | LS **Guided Reading**  Continue Reading “The Firework-Makers Daughter” By Phillip Pullman. Complete up to Chapter 8  Use p.55 Cornerstones Pupil Book as a discussion as the students read, at different stages of the text.  Complete a Character Vein Diagram for own choice of two characters from the Firework-Makers Daughter” By Phillip Pullman. | TA **Spelling/Word/Sentence Activity**  Complete: ‘I wonder’ Developing Literacy: Sentence Structure and Punctuation. P28.  Children complete sentences where one thing depends on another.  EXT – Children write 6 more sentences using unless. | I **Listening Post:**  Listen to continuation of Phillip Pullman Northern Lights CD | P55 Cornerstones Pupil Book  Developing Literacy: Sentence Structure and Punctuation. P28. |
| 3 | TA **Guided Reading**  Read “The scarecrow and hisServant” By Phillip Pullman  Use p.55 Cornerstones Pupil Book as a discussion as the students read, at different stages of the text.  Teacher to discuss setting of story and the main characters involved. | T **Guided Reading**  Read “The scarecrow and hisServant” By Phillip Pullman  **Assessment Lesson: AF6** (identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader), **AF7** (relate texts to their social, cultural and historical contexts and literary traditions)  Ask AF6 & AF7 questions, record on Assessment Sheet | LS **Spelling/Word/Sentence Activity**  Complete ‘If…’ Developing Literacy: Sentence Structure and Punctuation. P29.  Change auxiliary verbs to could, should or would.  EXT – Children write 6 more past sentences using if, whether or unless. | P55 Cornerstones Pupil Book  Developing Literacy: Sentence Structure and Punctuation. P29 |
| 4 | T **Spelling/Word/Sentence Activity**  Complete ‘If…’ Developing Literacy: Sentence Structure and Punctuation. P29.  Change auxiliary verbs to could, should or would.  EXT – Children write 6 more past sentences using if, whether or unless. | I **Listening Post:**  Listen to continuation of Phillip Pullman Northern Lights CD | TA **Guided Reading**  Read “Once Upon a Time in the North”  Teacher to discuss setting of story and the main characters involved.  Use p.55 Cornerstones Pupil Book as a discussion as the students read, at different stages of the text. | P55 Cornerstones Pupil Book  Developing Literacy: Sentence Structure and Punctuation. P29 |